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ABSTRACT

There is a need to provide practical applications of psychology to improve the quality of performance and the meaningfulness of participation in sports. The scientific and research-based foundations for sport psychology must be acknowledged and expanded. Sport psychologists should provide to coaches and athletes services that offer sound educational programs and coping skills, as well as a variety of therapeutic strategies. Problems involving athletes include: (1) Young athletes, to be a part of school life, must have the fundamental skills to be competitive academically as well as athletically; (2) Athletes competing in the "minor" sports often suffer from the same anxiety, fear, academic and personal stress faced by athletes participating in the "major" team sports; (3) The recruiting activities of coaches for college team sports can elicit traumatic reactions from young athletes; (4) The increased activity of women in competitive sports causes new stressors in the lives of girls; and (5) Coaches and officials, as well as young athletes, are increasingly subject to burnout. (JD)

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Sport Psychology - Building a Bright Tomorrow

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Sport Psychology Conference - 1981

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The future of sport psychology can be a bright and rewarding one if we remember that sport psychology is not for psychologists... Psychology is for sport and its participants. Sport psychology must be given away in order to build for tomorrow and to enhance the value of sport participation for all individuals! Sport psychology must deliver or provide its knowledge and application regarding skilled performance to the on-line consumer the coach, teacher, and athlete because of two related issues:

We have tried to give it away....

1. the need to provide practical applications of psychology in order to improve the quality of performance and the meaningfulness of participation

2. the need to compensate for the fact that there are simply not enough professionals to meet every need for psychological services related to sport. You the coach and teacher hold the key to the bright tomorrow.

The implications for sport psychology suggest that knowledge must be shared in order to make each performer capable of dealing with his or her own mind and body. Sport psychology must be "given away" to those who really need it. The "medical model" of treatment and return to normalcy must be combined with a focus on prevention and maximizing potential.

The beauty of athletics includes not just the athletic and/or academic, but also the lessons learned (or not learned) by athletes about life in general. Each individual's needs for developing positive self concepts and expanding his or her own self esteem can be facilitated by sport psychologists. Concepts of sport psychology should be shared or "given away" to normal, active athletes. We must however be able to distinquish between the problems of athletic performance and those which may signify a pathological condition. We must be prepared to work with most athletes' problems, but also know when to refer an athlete for clinical services.

While the challenges are great, your challenges are to:

1. develop strategies for delivering your message to those for whom it will provide the greatest benefit - the coaches and athletes.

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2. continue with even greater determination, to promote expansion of the body of knowledge to share ideas and thoughts with one another. To development new and better understandings, techniques and treatments that will contribute not only to the improvement of life in general for everyone in our athletic population must be sought.

3. Break the barrier of personal resistence in order to utilize the value of positive public relations and actively seek ways to sell our sport psychology knowledge and the value of our product in the market place of athletics. It's a buyer's market and we have a saleable product.

As idealists in the most extreme sense, the ultimate goal must be to eliminate the interventionist role of the sport psychologist. In so doing, it may be possible to develop a mass of healthy, happy and high performing athletes.

Sport psychology is founded on a body of knowledge from both the natural and social sciences of psychology. This scientific and research-based foundation for sport psychology must be acknowledged and expanded. Valuable psychological theories and techniques have been developed which you can now apply to the constant quest for the "winning edge."

There are firmly established concepts about the "body of knowledge" or competencies which provide the foundation for sport psychology. Professional guidelines for sport psychology are being actively pursued by at least three groups: (1) the Sport Psychology Academy of NASPE, (2) The North American Society for the Psychology of Sport and Physical Activity (NASPSPA), and (3) the Canadian Society for Psychomotor Learning and Sport Psychology (CSPLSP). Their efforts to identify competencies and the role of sport psychologists are of great interest to everyone involved in sport.

During 1980, NASPE undertook the development of a list of sport psychology competencies. The areas of identified competence may be used to reflect the nature of skills from sport psychology which are available to intercollegiate athletes and coaches, including expertise related to the ten major areas listed.

NASPE Sport Psychology Competencies (Straub, 1980)

1. Sport Personality
2. Altered States of Consciousness
3. Motivation
4. Anxiety and Arousal
5. Attention
6. Assertion and Aggression
7. Self Regulation of Psychological Processes
8. Sport Leadership and Cohesion
9. Humanism in Sport
10. Sexism and Racism in Sport

Throughout the rather brief, twenty year or so history of activity generated specifically in sport psychology, the major forum and medium for intellectual questioning and theoretical research has been the laboratory. This method of approach is not to be belittled; in fact, it should be applauded, for the traditional paradigms and constructs have provided the stamps of validity and scientific acceptance to the many significant and useful theories, models, instruments, treatments, and understandings developed within our field. This effort should continue to be strongly encouraged.

At the same time, sport psychology should continue to answer to call of the 1970's and 80's and increase our efforts to bring research to the field. Although field research poses several problems of design, quantification and validation, this should not and must not blunt our efforts. New methods and approaches can ... and will be found. The science of sport psychology must be taken out into the fields, courts and tracks, and into the gyms, arenas and rinks, and there address the most pressing questions and concerns of the coaches and athletes. By doing so, relevance and credibility will be gained while expanding the opportunity for sport psychology to provide positive and useful effects on the everyday practice of sport.

The body of knowledge of sport psychology gains its significance only by its ability to be applied in real life, field settings. The application of theoretical aspects of sport psychology presents many challenges. Sport psychologists coming from physical education and coaching, as well as those emerging from clinical psychology, are now being asked to provide services to athletes and coaches (Niedeffer, et al, 1980). These services require the ability to provide sound educational programs and preventive or coping skills, and to employ crises interventions, communications techniques, and a variety of therapeutic strategies.

For sport psychology and its professionals, coaches and teachers and sport psychologists,to have the greatest impact on the performance and lives of athletes we must make our knowledge available and useful. Initially, a product is not sought or purchased, only because it is desired by those in the market. Surely, if it proves to have value and utility later, all the better for future sales and expansion of the market. But make no mistake, the original sales come when the public, the athletes and coaches, wants our product:

Sport psychology has a good line of products, continually being upgraded and expanded. These services possess great potential value and usefulness for athletes, coaches and their families. The challenge is to make the public want the product.

In this effort, there are two prevailing attitudes within the athletic community which can be observed, one working for and one against our cause. It is unfortunate in one sense, that we carry the moniker of sport "psychology." Athletes and coaches in general, consider themselves to be rather conservative, hard working, independent, proud and healthy individuals, subscribing fervently to the sound body-sound mind ethic. Merely the mention of the words "psychology" or "psychologist" may conjure reactions of contempt and images of tragedy, "crazies," "weirdos," "nuts," and "kooks," There just does not exist a general comfortableness in enlisting the aid and services of a psychologist when you know you are not sick in the first place. Coaches and athletes may willingly and proudly proclaim that their sport is 10% physical and 90% mental! Yet let those lips be damned that would suggest there might be a place or need for a "psychologist." For us, the enlightened, this is, of course, a difficult and threatening thought to accept or deal with. Nonetheless, it is a reality - a reality that can and must be changed.

At the same time, another pervasive attitude, a positive and potentially stronger attitude, also exists within the world of athletes and coaches. These men and women continually commit incredible amounts of time, energy and dedication in the effort to produce better performance and gain better enjoyment and satisfaction in their chosen sport. The essence of their lives focuses on achievement and goal attainment. In their undying quest for the peak performance or experiences, athletesand coaches are anxiously willing to use any means that are good and that work. (Unfortunately in some cases, willing to use anything that works, period! Whether good or bad, legal or illegal.)

This is the key - coaches and athletes want and will use new skills or approaches if they think these will help them to play better, run faster or on the bottom line for many, to win! We must build upon this desire to succeed, for what sport psychology has to offer athletes and coaches is good, useful, sound, and can and will offer very real possibilities for increased performance and personal satisfaction.

The Time is Right!!

The opportunity at hand must be seized in order to deliver to the public meaningful materials, useful tools for dealing with the problems, questions or desires within their own sport experience. The discipline must continue to be brought down out of the hallowed halls of academia, out of the laboratories and professional journals, and presented full square to the people to be served. It is here, with the athletes, coaches, and trainers, the practitioners of the athletic world, that we must firmly establish our relevance and credibility, and strive to develop an enthusiastic desire to seek and use that which sport psychology has to offer.

But What Are the Problems and Issues Related to Athletics?

Sport and Academics. Legislating values toward quality education is virtually impossible. In fact, our legislative efforts (perhaps our rules rather than our options) may have undermined the very attributes we extol. For example, the NCAA stipulates that a C average qualifies a high school athlete for a grant-in-aid. With grade inflation, perhaps all that does is make a poor student temporarily respectable.

If we value hard work, goal setting, and constructive effort, then young athletes must be helped to establish goals and pursue their attainment. If athletics is to be a part of school life, young men and women must come to it with the fundamental skills to be competitive academically as well as athletically. The system must be honest-if they must be student-athletes, they must make "normal progress" toward a degree, not merely collect courses.

This is difficult because academic standards have been eroded to the point where more undereducated student athletes than ever are getting into college today. Not just underprivileged young men and women who need a chance but unqualified young people who have no chance, not even in the classroom.

Colleges have allowed their "money sports" to become farm systems for professional leagues, and have therefore allowed athletes to believe that attending "farm team" classes in college is compatable with academic-athletic goals. Scholastically handicapped athletes may be invited into college to pursue an impossible dream - to become one of less than two percent of the collegiate players who make it in the NFL or NBA. Most don't make it to a B.A., much less the NBA.

What can sport psychology do to help athletes and athletics realize that we are doing no one a favor when we make all the tough decisions for athletes? When an A.D. or coach arranges for academic counselors who organize classes, arrange for make-up exams, type papers, and generally nurse feed athletes, who benefits? Are we doing athletes a favor by making all their decisions for them?

Athletes must learn to accept responsiblity for their own behavior, both on and off court, field, slope, water, or floor. Sport psychologists can help these individuals learn the value of self direction and personal control.

Economic Influences on Sport. The economic influences of the 1980's to 1990's will provide a double edged economic sword with Title IX equality for men and women, and the influence of rampant inflation. Emphasis on the revenues and expenses of athletics rather than educational programs have caused continual problems. Scandals related to academic eligibility, point-shaving and social incentives for athletes are plentiful.

The "everything for nothing" lure of athletics is plainly false, and is dangerous for both athletes and coaches. The high school coach who arranges for an eighth grader to move so he or she can switch schools. The college coach who "runs up the scores" to create a super star for his or her own public relations use. The parent who "holds back" an eighth grader or today even a 4th grader another year of playing before advancing to the higher levels.

Minor Sports

The problems and issues of sport are not restricted to major sports. Athletes who participate in gymnastics, swimming, crew, field hockey, soccer, ice hockey, cross-country, etc. are also in need of our services. They suffer from anxiety, fear, academic and personal stress like most other athletes. In addition, they often suffer from lack of recognition and absence of personal glory.

Consider the conflict of minor vs. major sport! For example, during an early week in March, 1981 the University of Tennessee Women's Basketball Team won a national AIAW Tourney second place, while the men's team was defeated in the regionals of the NCAA. Similarly, at the University of Virginia, the women's track and field team won the national indoor AIAW championship , while the men's superb basketball team lost in the ACC post-season tournament. During that week, the Virginia Men's Basketball Team received 64 column inches of newsprint while the Women's National Champion Track and Field Team received 9.5 inches of print, including 4.5 inches of editorial columns criticizing their lack of news coverage. Yet these same minor sports have many of the same problems and pleasures of inter-collegiate athletics. Let's look at some of those issues.

Recruiting and The Lure of Fame and Fortune is a Major Problem

"Three breeds of recruiters exist: the piranha, the barracuda, and the great white whale. Some take a nibble and some swallow you whole, but they all want a piece" (Chuck Sherrer, President of Chicago-based Athletes for Better Education, in Newsweek, September 22, 1980, p. 58). "Some young recruits have suggested that the problem is so rampant when coaches don't offer you the moon, they may be viewed as uncaring. Fortunately, sport psychologists can help athletes realize that if colleges cheat in recruiting they may also cheat the individual" (Newsweek, September 22, 1980, p. 58)

Women's Athletics - Special Concerns

The increased involvement of women in high level intercollegiate athletics may result in the need for sport psychologists to attend to their special needs. For instance, the pressures of intense competition may be an everyday occurrence to males who have a long history of such competition, but these pressures are relatively new experiences for many women. Will the "shock wave" create different types of psychological problems in women that it has for men? We should be prepared for this possibility, and develop potential strategies for both "too far...too fast..." and "blackboard jungle" syndrome.

The stress of competition for women may also have more observable impacts on sexuality (though in reality not more dramatic) than male mainfestations. Adolescent female athletes may suffer anxiety over athletic amenorrhea, or more properly athletic infertility. The perceived threat to femininity, though somewhat unfounded, may have dramatic effects on personal behaviors and feelings. The contribution of a sport psychologist may be crucial in this area.

The coaches of women's teams may also need to utilize the assistance of sport psychologists. Women coaches may be thrust into the limelight suddenly, and not know how to relate to the situation or to their players. What happens when the winning coach of the women's team which is ranked No. 1 in the country gets less publicity than does the men's team, even though men have a losing record?

Coach and Sport Psychologist Conflicts

We must recognize the potential for interpersonal conflicts. If athletes are helped to be independent and to have clear values and goals, they must also understand the potential for conflicts with their coaches and teammates.

Similarly, sport psychologists must be careful as they deal with coaches. There is a great potential for conflict when intervention techniques are not accepted, or are even resisted, by coaches. Many coaches feel compelled to maintain complete control over their athletes. This feeling may cause them to be overprotective or fearful of potentially undermining their interaction with athletes. Being able to work through or with coaches and athletes is perhaps our most critical personal skill.

Burn-Out: Athletes, Coaches and Officials:

Athletic endeavors require tremendous degrees of intense involvement. The pressures of high level performance are dramatic at all levels. Athletes today begin serious competition at very early ages, compete hard and long, and may experience a satiation of interest, especially when coupled with plateauing performance. Sport psychologists can help young people understand this phenomenon, anticipate it and develop strategies for either avoiding it or coping with it if or when it happens.

Coaches and officials also experience tremendous burn-out problems. The "winning is the only thing" syndrome has been aggravated by the economic realities of financing athletics and the lack of job security for coaches. The prevailing realities are coupled with the lack of recognition conveyed by the old adage that teams "win with recruiting and lose with coaching" - a difficult environment for relaxed coaching.

Delivering Our Message: Educating the Masses

Sport psychology has something very good and valuable to offer to athletes and athletics. "How can we produce the most positive effects and create the most significant impact on athletics?"

1. Coach - Throughout our athletic programs today we are seeing specialized athletic coaching level distinctions, i.e. strength coach, weight coach, conditioning coach, etc. Certainly there can be a strong case made for a sport psychologist or "motivational performance" coach.

2. Counselor - The sport psychologist could certainly make significant contributions to athletes in this area: Personal academic, athletic.

3. Administrator - It would be a great breakthrough for all of us if professionals from sport psychology were to assume administrative positions in youth sport or the director of athletic's level. From this leadership base, programs could be easily and effectively developed and implemented directly into athletic programs.

There are tremendous numbers of athletes, in many different sports! Athletes involved in track, wrestling, hockey, golf, soccer, racquetball, etc. More athletes in more sports mean more people, and that's really what's important. Because in sport psychology we're not in the "sport business," we're in the "people business!" We talk about ways of maximizing performance, but really what we're all trying to do in the long run is to "maximize" people first, and in so doing, maximize the performance and satisfaction of their sport experience.

In a similar manner, sport psychologists and the field of sport psychology may have missed much of its calling by concentrating too heavily on the "major" actors within the field. Traditionally, sport

psychologists have dealt primarily with two significant target populations - the talented and the troubled - and missed the middle group.

1. The Talented

   Much effort is given to developing techniques and to preparing talented athletes with the psychological edge that may spell the difference between victory and defeat, success or failure, at the highest levels of competition, whether it be the Olympics, AAU, NCAA or AIAW Championships or the County High School Playoffs.

2. The Troubled

   Significant time and effort are also given to those athletes who for various personal and/or motivational reasons are not able to perform or produce up to their capability, or who have broken the rules and regulations of sport and/or society.

The services provided to the talented and troubled are, without question, valid, useful, needed, and in scores and scores of documented cases have proven to be incredibly successful. But what of the majority? The talented and troubled are the most noticed and publicized however they do not represent a majority of our competitive athletes. At the very best, only five to ten percent of our athletes possess superior national or world class ability level; and it is unlikely that more than another five to ten percent are suffering from such personal and motivational crises that they would need to be referred for psychological counseling.

This leaves us with fully 80 to 90% of our athletic population who are either not receiving the direct benefit of our services or are, at best, not getting their deserved share of the professional pie. Add to those the "special" athletes (wheelchair, cerebral palsied, special olympians, etc.) and we find that these are the "people" who really need our help in the intercollegiate athletics, and they are our business.

If our strategies work with the talented and the troubled, then shouldn't they also be effective with the others? Too often these athletes of the other 80% go unnoticed not unappreciated but unnoticed! Every coach is proud of the good, honest, reliable, hard-working kids who never cause a problem and make coaching a job It is always assumed that these athletes are "getting everything" out of their ability and are experiencing total satisfaction in their sport experience. None of us are so naive as to believe that either is necessarily the case. But, we all must recognize that we have something very real, very useful, very beneficial and very exciting to offer these athletes. And we also must assume that these same athletes will be equally excited with the possiblities that the understanding of sport psychology can bring to their athletic performance and to their lives. What can we provide these athletes?

Self Control Techniques

The primary responsibility of sport psychology is to provide athletes and coaches with strategies and skills to control their own thoughts and behaviors. These skills deal not with athletics, but also with academics and personal lives. These skills have been investigated and field tested by a variety of researchers. Helping athletes deal with stress is critical, stress which is physical, social or psychological. There are certainly socially acceptable as well as unacceptable ways to deal with stress. Such positive techniques as systematic desensitization (hypnosis, biofeedback) and participant modeling have been suggested as potential techniques for athletes (Bandura, 1969; Lectenberg, 1976; Kazolin and Wilson, 1978). However these techniques are all rather passive.

Active procedures on the other hand can be controlled or sequenced by the athletes and are therefore more desirable. Techniques such as coping skills or visual imagery require that individuals be actively involved in learning preventive strategies (Barrios and Shigetomi, 1980). For example, fear and anxiety are two common problems for athletes, whether it is fear of failure or fear of success. A number of strategies have been developed for anyone of these problems:

Applied Relaxation (Deffenbacher, Mathis and Michaels, 1979)
Coping Skills (Mahoney, 1974; Barriors and Shigetomi, 1979 and 1980)
Cue Controlled Relaxation (Russell and Supich, 1974)
Poser's Pre-exposure Procedure (Poser, 1976)
Rational Restructuring (Golfried, Deconteceo and Weinberg, 1974)
Self-control Desensitization (Golfried, 1971)
Stress Innoculation (Meichenbaum and Cameron, 1973)
Self-actualization Training
Visual Imagery

How can these ideas, approaches, and understandings continue to be shared with coaches and athletes? Sport psychologists must help provide the knowledge and practical skills. Perhaps the most ready-made, completely accessible forum for this transference of ideas is through the universities, colleges and schools. Sport psychology has a message to bring to the masses. Let us take it directly to them on a wide scale, and let it be now!

Our message should include:

a. values clarification
b. goal setting
c. time management
d. attributional analysis
e. personal stress evaluation, including sources of distraction and peak experiences, as well as strategies for dealing with stress
f. development of concentration improvement programs
g. relaxation training and the use of mastery and coping rehearsal techniques.

Sport psychology should be available for all coaches and teachers. It should be included in volunteer coach, workshops, all physical education major programs, physical education certifications and for all athletic training and coaching preparation and certification programs. By and large, coaches are fanatically interested in using whatever means will benefit their team's or athletes' performance. At the same time, they are often very hesitant to let someone else "mess" with their athletes, whether it's ego involvement or genuine fear of the potential results. So let's take what we have to offer directly to the coaches and athletes, and instruct them in the proper implementation of our techniques and understanding into their own programs. Certainly, this would not include the clinical interventionist role of the trained counselor, but there is so much that we have to offer, and the coach is our real key to getting it to the greatest number of athletes.

III. Sport Psychology for Allied Personnel

The problems of sport are not restricted only to coaches and athletes. They impact the lives and professional effectiveness of referees, umpires and other officials or athletic directors, sport journalists and even parents. Sport psychology can help each of these individuals deal with the stresses and satisfaction of sport.

Throughout this conference the pervasive theme is one of PREVENTION! Sport psychology must stop focusing or intervening where there are existing problems, and start to make a full scale effort to prevent those problems from ever occurring.

What exactly can be prevented? On the one hand, psychological problems in athletes can be prevented from becoming so great that there ever is the need for professional counseling as an intervention tool. But much more significantly, thousands and thousands, even millions of anonymous athletes can be prevented from missing out on all the joys and satisfactions that sport has to offer them. Similarly, we may help coaches and athletes from joining the epidemic ranks of the "burned-out."

Keeping Sport in its Proper Perspective

Sport and athletics are tremendously demanding and exhilarating experiences for everyone involved - the athletes, parents, coaches, and spectators. As sport psychologists, we must help each of these groups keep the experience in perspective and optimize its value to each individual.

The demands for talent, hard work and dedication are great. Athletes must recognize the relative contribution of hard work and effort coupled with ability and luck. Similarly, the talented athletes who "can't make it" at the next level must be able to sort out the demands of sport from their personal choices to play, or

ability to participate at a given level. Techniques of values clarification and attribution identification can be quite helpful to those athletes, parents and coaches.

Sport for children and adolescents should deal with parents as well. Parents and teachers must be supportive and also encourage young athletes to read, to write and do arithmetic. Adults must be helped to constantly improve our educational systems and the values shared with children.

Lest we become complacent, and begin to rest on our laurels, we must begin to prepare for the twenty-first century. Our psychology technology must keep pace with the sophistication of our knowledge - a sport space shuttle program if you will! Imagine a coach, with a whole team of "wired up" players. Remember the old pre-game pep talk, replaced in 1981 by pre-game cognitive restructuring, could be replaced in 2001 by instantaneous, telemetered, biocleansing signals. The coach's clipboard may become the coach's electronic control panel. Basketball, for example, may have sonar sensors which detect incidental contact between opponents or "cylinder violations" for goal tending. Our team physicians and trainers will be joined by psychoelectronic technicians to monitor and repair transcendental mind control devices.

From the ridiculous to the inane? Perhaps - but if we use our skills and knowledge, sport will be a better experience for everyone. Giving sport psychology to sport should certainly be our focus for the 80's.

Sport psychology has the potential to make the difference. Our biomechanical, physiological and sports medicine counterparts will all contribute - but ultimately it will be the athlete's ability to control his or her own body and mind in action and in all areas of life that will determine the level of ultimate athletic performance. It will be our ability to give sport psychology to sport -- to free our athletes to share and give them the skills and freedom to be what they are capable of becoming.

All the way from the Little League or YBA, youngsters have been encouraged by well meaning adults who have said, "You'll be great... But you've got to forego..piano, all other sports, girls, etc." Or by the high school papers and local citizens who treat young athletes as special privileged individuals... protected from almost everything.

The abuse and devastation of an athlete can begin very early in life. Athletes must be helped to recognize these dilemmas and choose accordingly. The problems of young athletes are quite varied. Many children dedicate their adolescent years to competition. How can we help thirteen-year-old gymnasts such as Michelle Rabourne, Blue Spring, Missouri, who says, "I think about the Olympics, but I'm getting too old. I'm not "over the hill" yet, but the next Olympics I'll be seventeen -- and that'll be just too old!" (Women's Sports, April 1981).

Coaches. Sport psychology must also help coaches deal with adolescent athletes. The skills of communication and persuasion can be powerful tools, and must not be missed. Coaches as recruiters, must be honest and be encouraged to be realistic and honest with prospective athletes and present athletes or both sides will lose.

Coaches who contribute to the development of athletes must be reinforced and helped to be most effective. The commitment to develop athletes has somehow been lost in some areas and some sports. But to the small college soccer or field hockey coach, the importance of sport, and continuing to develop young people through state-wide clinics and conferences cannot be overemphasized. These professional contributions build young athletes and develop their interests and skills.

Athletes must be helped to anticipate the impact of future participation in sport - either as professionals or amateurs. The adjustment from intercollegiate sport to either extreme may be a dramatic one. To prepare for the future is to prepare for self-control and self-actualization.

Helping athletes deal with post intercollegiates is also a challenge. How do you help a young man deal with the self-talk of headlines which read, "Smith nears silver lining...million dollar contract..." as contrasted to being drafted in the seventh or twelth round, or not at all! The pro myth thrives on an irresistable hype!

TECHNIQUES AND ISSUES FOR SPORT PSYCHOLOGY

Performance-Related	Academic-Related	Personal
Achievement Motivation	Achievement Motivation	Aggression
Aggression/Assertion	Anxiety	Altered States of Consciousness
Anxiety	Arousal	Anxiety
Arousal	Attention	Arousal
Assertion	Coping Skills	Assertion
Attention	Effort Attribution	Burn-out
Attributions	Fear of Failure or Success	Cohesiveness
Burn-out	Goal Setting	Coping Skills
Cohesiveness	College Progress/ Graduation	Crisis Intervention
Coping Skills	Academic Scandals	Fear of Failure or Success
Effort Attribtuion	Hawthorne Effect	Flow Experiences (Peak Experiences)
Fear of Failure or Success	Leadership	Motivation
Goal Setting	Mental Capacity	Personality Development
Leadership	Motivation	Psychometric Test
Mental Rehearsal	Relaxation Training	Religion
Motivation	Self-regulation of Psycholgoical Process	Self-reulgation of Psychological Process
Pain Tolerance		Separation Anxiety
Performance Prediction		Stress Management
Relaxation (biofeedback, hypnosis, meditation, progressive relaxation, autogenic training)		Substance Use and Abuse
Self-regulation of Psychological Process		Values Clarification
Stress Management		
Substance Use and Abuse		
Success Phobia		

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